DOCUMENT RESUME

ED 476 542 CS 512 002

TITLE	Alice's Adventures in Wonderland: Nonsense Poetry and Whimsy. [Lesson Plan].
SPONS AGENCY	Council of the Great City Schools, Washington, DC.; MCI WorldCom, Arlington, VA.; National Endowment for the Humanities (NFAH), Washington, DC.
PUB DATE	2002-00-00
NOTE	6p.
AVAILABLE FROM	For full text: http://edsitement.neh.gov/lesson_index.asp.
PUB TYPE	Guides - Classroom - Teacher (052)
EDRS PRICE	EDRS Price MF01/PC01 Plus Postage.
DESCRIPTORS	*Childrens Literature; Class Activities; Classics (Literature); *Creative Writing; Curriculum Enrichment; Fantasy; *Figurative Language; Language Arts; Learning Activities; Lesson Plans; Primary Education; Skill Development; Student Educational Objectives; Units of Study
IDENTIFIERS	*Alice in Wonderland; Standards for the English Language Arts

ABSTRACT

This unit of study explores elements of wonder, distortion, fantasy, and whimsy in Lewis Carroll's beloved classic "Alice's Adventures in Wonderland." In the unit, students explore concepts about Wonderland and then listen to the opening chapters of "The Nursery Alice," Carroll's adaptation for younger readers and view Sir John Tenniel's illustrations from the original edition; student then listen to Carroll's whimsical poetry and write whimsical verses of their own. This lesson plan, intended for students in grades K-2: cites subject areas, time required, and skills developed; provides an introduction; poses guiding questions; presents learning objectives; suggests (and delineates) three classroom activities; offers suggestions for extending the lesson; and addresses standards alignment. (NKA)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 476 542

Alice's Adventures in Wonderland: Nonsense Poetry and Whimsy. [EDsitement Lesson Plan].

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BEST COPY AVAILABLE

CS 512 002

Alice's Adventures in Wonderland: Nonsense Poetry and Whimsy

NATIONAL ENDOWMENT FOR THE HUMANITIES
EDSITEment marcopolo

GRADES K-2

Introduction

Let your students tumble down the rabbit hole into Wonderland, where their imaginations will soar to new heights. From Lewis Carroll to Dr. Seuss, from fantastic creatures to funny foods, these lessons are bound to excite and delight.

This unit explores elements of wonder, distortion, fantasy, and whimsy in Lewis Carroll's beloved classic *Alice's Adventures in Wonderland*. After exploring their concepts about Wonderland, students listen to the opening chapters of *The Nursery "Alice,"* Carroll's adaptation for younger readers, and view Sir John Tenniel's illustrations from the original edition. Then students listen to Carroll's whimsical poetry and write whimsical verses of their own.

Guiding Questions:

What is a Wonderland? How is a Wonderland different from everyday life? How can we create our own Wonderlands through literature?

Learning Objectives

After this unit, students will have:

- listened to chapters from a young readers' version and poems from the original *Alice's Adventures in Wonderland*
- explored fantastic imagery, both visual and textual, in various works of children's literature
- used the work of published illustrators and authors as inspiration for the creation of their own original poetry

1 Write the word "Wonderland" on the blackboard in large letters and ask students if they have ever heard of it. While some students might be familiar with the title of Lewis Carroll's *Alice's Adventures in Wonderland*, others may have different associations. Ask students if they think Wonderland is a place (like, for example, Disneyland). Why does the name of this place include the word "wonder"? Ask the children to close their eyes and try to imagine Wonderland. What do they see? To some students, Wonderland might be a place in their dreams or imaginations, while others might think of it as similar to an amusement park. Would they like to visit Wonderland? Why or why not?

Tell students that there is a famous book called *Alice's Adventures in Wonderland*, written over a hundred years ago (1865) by a man named Lewis Carroll. Explain to them that Carroll wrote two versions of his story-one for older children and one for children their age. Tell students that the version of the story that he wrote especially for younger children is called *The Nursery "Alice,"* and that they are going to listen to it together in class.

An electronic version of *The Nursery "Alice"* can be accessed through the EDSITEment-reviewed Victorian Web site.

Subject Areas

Art and Culture

Visual Arts

Literature and Language Arts

American

British

Fiction

Poetry

Time Required

Part 1: One 45-minute class period
Part 2: One 45-minute class period
Part 3: One 45-minute class period
Extending the Lesson: Two to three class periods, 45 minutes each

Skills

observation and description
comparing and contrasting
interpreting written and visual information
collaboration
creative writing
visual art

BEST COPY AVAILABLE

Read aloud the first five chapters of *The Nursery "Alice."* In Chapter One, Alice dreams of seeing the White Rabbit and falling down the rabbit hole. Emphasize that this event and all subsequent events and creatures in Wonderland are part of Alice's dream.

In addition to the White Rabbit, who is introduced in Chapter One, several other creatures enter the story in Chapters Four and Five: the Dodo, the Duck, the Lory, the Eaglet, and the Lizard. Show students the illustrations so they can see what these animals look like. You might also wish to show them pictures of other creatures that appear later in the book (the Dear Little Puppy, the Blue Caterpillar, the Cheshire Cat, the Gryphon, and the Mock Turtle). Compare these animals to creatures found in other familiar children's stories, such as *Where the Wild Things Are, The Rainbow Goblins, James and the Giant Peach, The Wind in the Willows, Winnie-the-Pooh, Stuart Little, Charlotte's Web*, or the many books of Dr. Seuss. Discuss the ways that these creatures are similar to or different from animals the students might encounter in real life.

2 After reading selections of *The Nursery "Alice,"* Lewis Carroll's adaptation for younger children, turn to *Alice's Adventures in Wonderland* to read some of the whimsical poetry that Carroll included in the full-length version of the story. Carroll's original version, with illustrations by Tenniel, has been widely published and is available in libraries and bookstores. "The Lobster Quadrille" contains images of animals that will appeal to young children's imaginations.

> "Will you walk a little faster?" said a whiting to a snail,
> "There's a porpoise close behind us and he's standing on my tail."
> See how eagerly the lobsters and the turtles all advance!
> They are waiting on the shingle-will you come and join the dance? Will you, wo'n't you, will you, wo'n't you, will you join the dance? Will you, wo'n't you, will you, wo'n't you, will you join the dance?
>
> "You can really have no notion how delightful it will be
> When they take us up and throw us, with the lobsters, out to sea!" But the snail replied "Too far, too far!" and gave a look askance- Said he thanked the whiting kindly, but he would not join the dance. Would not, could not, would not, could not, would not join the dance.
> Would not, could not, would not, could not, would not join the dance.
>
> "What matters it how far we go?" his scaly friend replied.
> "There is another shore, you know, upon the other side.
> The further off from England the nearer is to France-
> Then turn not pale, beloved snail, but come and join the dance."
> Will you, wo'n't you, will you, wo'n't you, will you join the dance? Will you, wo'n't you, will you, wo'n't you, will you join the dance?

Have students recall the different sea creatures that are mentioned in the poem. Ask the students: What other animals could Carroll have included in his poem? If you were the snail, would you join the dance? Why or why not? You might wish to compare the animals in Carroll's poem to the fantastic creatures found in Dr. Seuss's *One fish two fish red fish blue fish* or *Ogden Nash's Zoo*.

Have students write their own verses featuring the fantasy creatures they create in Lesson 4. Younger students (grades K-1) may use invented spelling to create funny sentences about their animals, while older students (grade 2) may write short stories or poems.

3 Ask students to recall stories or poems about special foods-e.g., Dr. Seuss's *Green Eggs and Ham*, Maurice Sendak's *Chicken Soup with Rice*, or *Rain Makes Applesauce*, by Julian Scheer. You may wish to have some of these books on hand to read aloud. Then read aloud Carroll's poem "Turtle Soup," also from *Alice's Adventures in Wonderland*:

> Beautiful Soup, so rich and green,
> Waiting in a hot tureen!

Who for such dainties would not stoop!
Soup of the evening, beautiful Soup!
Soup of the evening, beautiful Soup!
Beau-ootiful Soo-oop!
Beau-ootiful Soo-oop!
Soo-oop of the e-e-evening,
Beautiful, beautiful Soup!

Beautiful Soup! Who cares for fish,
Game, or any other dish!
Who would not give all else for two
pennyworth only of beautiful Soup!
Pennyworth only of beautiful Soup!
Beau-ootiful Soo-oop!
Beau-ootiful Soo-oop!
Soo-oop of the e-e-evening,
Beautiful, beauti-FUL SOUP!

Ask students to think of the most unusual or wonderful foods that they can imagine. From what ingredients would these foods be made? What would these foods taste like? What colors would they be? Who would eat these foods, and where?

Finally, have students create "funny food" verses of their own. When the verses are complete, you might want to create a bulletin board display or publish the students' work in a class anthology.

Extending the Lesson

After completing this unit of study, have your students convert the classroom into a "Wonderland Museum," featuring the many works of art and poetry they have created. Invite parents or other classes to visit the museum, with students acting as tour guides. In addition to the children's artwork, the museum might include "large" and "small" areas, or tin foil "mirrors" where visitors can view themselves from different perspectives. Some students might wish to costume themselves as creatures from *Alice's Adventures in Wonderland* or other works of fantasy literature. With the help of parents, a café serving strangely colored foods could be created; costumed students could act as waiters, offering refreshments on oddly shaped trays.

Other Information

Standards Alignment

1. NAES-VisArts(K-4) 1

   Understanding context by recognizing the role of theatre, film, television, and electronic media in daily life

2. NAES-VisArts(K-4) 3

   Choosing and evaluating a range of subject matter, symbols, and ideas

3. NCTE/IRA-11

   Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.

4. NCTE/IRA-12

BEST COPY AVAILABLE

Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information). more

5. NCTE/IRA-2

   Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience. more

6. NCTE/IRA-3

   Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes. more

7. NCTE/IRA-6

   Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and nonprint texts. more

BEST COPY AVAILABLE

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

NOTICE

Reproduction Basis

	This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.
X	This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").